



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

MEMORANDUM

To: District Superintendents
District Human Resources Directors
Charter Administrators
Principals

From: Janis Amator
Deputy Associate Superintendent for Highly Qualified Professionals

Date: Tuesday, July 6, 2005

Subject: NCLB 06-01: Arizona's Highly Qualified Teachers Update

We have been very busy in the Highly Qualified (HQ) Professionals Unit providing technical assistance to districts and giving presentations state-wide in anticipation of meeting the goal for all teachers to be highly qualified by the end of school year 2005-06. We can appreciate the challenge this presents to teachers, principals, and district administrators, and we continue to remain committed to assisting you with implementing and interpreting the highly qualified requirements.

Monitors from the U.S. Department of Education recently evaluated Arizona's progress towards meeting highly qualified goals, and we welcomed this close look at our practices. In addition, the monitors provided technical assistance on federal guidelines, including the Individuals with Disabilities Education Act (I.D.E.A.) that was reauthorized in November, 2004, and its highly qualified requirements for special educators. The following are highlights from the monitoring review and some changes to look forward to as we all gain a better understanding of the requirements and strive to ensure that every child in Arizona is taught by a highly qualified teacher.

- Technical changes have been made to the Highly Qualified Teacher's Attestation and AZ HOUSSE Rubric, including separate forms for Highly Qualified Elementary, Middle/Junior High and High School, and Special Education teachers. Form revisions will not affect a teacher's previously attained highly qualified status, but changes are necessary for federal compliance. Please find them attached, and keep in mind that teachers must complete the form annual basis.
- Teachers with at least one year of teaching experience are now eligible to use the AZ HOUSSE rubric to determine their highly qualified status (three years of experience was previously required).

- Social Studies is NOT a core academic area under NCLB, but we recognize that on the middle/junior high school level, a *combination* of the subjects in the NCLB core areas: **Economics, Civics and Government, Geography, and History** is what is being taught. For that reason, middle school Social Studies teachers must have Social Studies as an approved area on their teaching certificate (charter teachers exempted), but may become highly qualified with a passing AEPA score, or; 24 credit hours or a major, or; National Board Certification, or; an advanced degree, or; 100 points on the AZ HOUSSE rubric in ONE of the four bolded areas to meet NCLB requirements. High school teachers must meet the certification and highly qualified requirements in the NCLB areas they teach: Economics, Civics and Government, Geography, and History.

- There has been a great deal of confusion surrounding the requirements for middle school teachers, as well as the slight differences between being certified and being highly qualified. It is possible to be highly qualified in a subject, but not appropriately certified, and vice-versa. Enclosed please find a “Certification/Highly Qualified Crosswalk” that we hope provides clarity on the requirements for all teachers, and know that we are working continuously on a state level to bring federal and state requirements into greater alignment. State district teachers should first seek to meet certification requirements for their relevant subject(s), and in so doing will meet highly qualified requirements (SPED is an exception – see next bullet); while charter district teachers may solely follow the highly qualified requirements outlined on the crosswalk.

- I.D.E.A. of 2004 outlines the requirements for special education teachers who are core academic teachers of record. These teachers are required to also demonstrate content knowledge in addition to the special education certification requirements they must already meet.

- There should be no reformatting of highly qualified forms on a district by district basis. The requirements have been set for the state, therefore a teacher deemed highly qualified in one district should remain highly qualified in the same the subject when moving to another district. When reviewing coursework applicability for the Teacher’s Evaluation and AZ HOUSSE rubric, credits MUST be directly relevant to the core academic area in which the teacher is seeking to become highly qualified. Coursework not tied directly to the core content area is not acceptable. In addition, credit for professional development activities should only be granted to those activities that meet the requirements of being high quality professional development as defined in *NCLB* Section 9101 (34). A condensed version of the definition states that high quality professional development activities are sustained, intensive, classroom-focused and aligned to state standards.

- The deadline for highly qualified instructional paraprofessionals in Title I programs has changed from January 8, 2006 to the end of school year 2005-06, in alignment with the teacher deadline.

- Highly qualified deadlines have changed for some teachers, but the majority of teachers must still meet the end of school year 2005-06 timeline. Please to the following table for all highly qualified deadlines.

Teacher	Deadline
Veteran, multi-subject teacher in a REAP* district	Must be HQ in one subject, has until 2006-07 to become HQ in other subjects
New, multi-subject teacher in a REAP* district	Must be HQ in one subject at the time of hire, has three years from that time to become HQ in other core areas
New, multi-subject Special Education teacher	Must be HQ in Math, Language Arts, or Science at the time of hire; has two years from that time to become HQ in other core areas
All other teachers	End of SY 2005-06

*List of eligible Rural Education Achievement Program (REAP) districts is available at http://www.ade.az.gov/asd/REAP/FY2006_SRSA_Program_Eligible_LEAs.doc

Please contact our office by phone or email with your highly qualified questions, and we would appreciate your forwarding this memo and attachments to appropriate staff within your district responsible for maintaining highly qualified materials and data. We will continue to be of service to you as we all work towards the goal of ensuring highly qualified teachers for Arizona's students.

Attachments

- (1) Elementary Teacher Evaluation and HOUSSE Rubric
- (2) Middle- High School, Visual Arts & Music Evaluation and HOUSSE Rubric
- (3) Special Education Evaluation and HOUSSE Rubric
- (4) ADE Certification and Highly Qualified Crosswalk
- (5) Principal's Annual Verification of Compliance